

MÉMOIR  
OF  
DR PEET.







H. P. Peck

New York Institution for the Deaf and Dumb.

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BIOGRAPHICAL SKETCH

OF

HARVEY PRINDLE PEET, LL.D.,

PRESIDENT OF THE NEW YORK INSTITUTION FOR THE

DEAF AND DUMB ;

WITH A

HISTORY OF THE INSTITUTION.

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To our son  
Albert Lewis Peet  
from  
Walter B Peet.

THE following memoir of Dr. PEET, for twenty-six years at the head of the instruction, and domestic management of the New York Institution for the Deaf and Dumb, and for ten years President of the Board of Trustees, was prepared at the request of the editor, to accompany a History of the Institution which appeared in the June number of the "American Journal of Education." Both articles are reprinted in this form for the gratification of the personal friends of Dr. PEET, and the numerous pupils and graduates of the Institution.



## HARVEY PRINDLE PEET, LL.D.

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HARVEY PRINDLE PEET was born in the little town of Bethlem, Litchfield Co., Conn., November 19, 1794. Bethlem is one of the smallest and roughest towns in the state, but has been remarkably favored in the successive ministrations of two great lights of the church, the Rev. Joseph Bellamy, D. D., and Rev. Azel Backus, D. D., both eminent as theologians, as preachers, and as teachers of youth. Dr. Backus, afterward the first president of Hamilton College, conducted in this town a family school of high character, which attracted to Bethlem several families of rare intelligence and refinement. Under such influences, the intellectual and religious tone of the society in which the earliest years of the subject of this sketch were passed, was eminently such as to favor the acquisition of that force of character, amenity of manners, and strength of religious feeling for which Dr. Peet has ever been distinguished; while at the same time, born a farmer's son, and growing up with healthful alternations of study, labor and free recreation on the rugged and picturesque hills of Litchfield County, he acquired that well developed frame, freedom of movement, physical hardihood, and practical tact that have eminently fitted him for the exhausting work of a teacher of the deaf and dumb.

His early advantages of education were few. Working on a farm in the summer, and attending a district school in the winter, and fond of reading at all seasons, like many other New England boys who have worked their own way to education, and in the rough process acquired the power of working their way to subsequent distinction, he began at the early age of sixteen to teach a district school. This employment he continued during five winters, till at the age of twenty-one, he had established a character for ability in his profession, which procured him the situation of teacher of English studies in schools of a higher class,—at first, in that of Dr. Backus already mentioned, in his native town, and afterward in that of Rev. Daniel Parker, in Sharon, Conn. He now saw prospects of higher usefulness opening before him, to the realization of which the advantages of a college education would be important. In the school of Dr. Backus he began his Latin grammar at the same time that he taught

a class in English studies. After a delay, chiefly occasioned by want of means, he went, in the fall of 1816, to Andover, and fitted for college in Phillip's Academy, under the care of John Adams, LL. D.,\* father of Rev. William Adams, D. D., of New York.

As an illustration of the early difficulties that young Peet manfully met and overcame in his pursuit of a liberal education, we mention that, at Andover, he earned a portion of his support by gardening in summer, and sawing wood in winter.

Mr. Peet entered the time honored walls of Yale in 1818, and graduated in 1822, taking rank with the first ten in his class. He had made a public profession of faith in Christ some years before, and his original purpose was to devote himself to the work of the christian ministry, but an invitation to engage as an instructor of the deaf and dumb in the American Asylum at Hartford, gave him an opportunity of discovering his special fitness for this then new profession. Thus began that career which has proved so honorable to himself, and so beneficial to that afflicted portion of the human family in whose service his life has been spent.

The early success and reputation of the American Asylum, which made it, thirty years ago, in popular estimation, the model institution of its kind, was mainly due to the careful and felicitous choice of its early teachers. Mr. Peet's associates at Hartford were all able and most of them distinguished men. When we find that, among such teachers as his seniors in the profession, Thomas H. Gallaudet, Laurent Clerc, William C. Woodbridge, Lewis Weld, and William W. Turner, Mr. Peet was early distinguished in all the qualifications of an efficient teacher of the deaf and dumb, we are prepared for the subsequent eminence he attained. Within two years after he joined the Asylum, he was selected as its steward, an office giving him the sole control of the household department, and of the pupils out of school hours. The duties of this post were superadded to those of the daily instruction of a class, either alone sufficient to occupy the energies of an ordinary man. Shortly before assuming the duties of steward, he had married his first wife, Miss Margaret Maria Lewis, daughter of Rev. Isaac Lewis, D. D., an estimable, accomplished and pious woman, who proved in every sense a helpmeet for him.

In the year 1830, the Directors of the New York Institution for the Deaf and Dumb, the second American school of its kind in priority of date,—which had been for years losing ground in public estimation, were awakened to the importance of placing their school on higher ground. Seeking for a man whose weight of character, acquaintance

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\* This worthy man is still living at Jacksonville, Ill., at the advanced age of 83.

with the most successful methods of instruction and tried efficiency as a teacher and as an executive officer, would invite confidence in advance, and justify it by the results; who could introduce improved methods of instruction, in the school-rooms, and at the same time, order and efficiency in all departments of the institution, their attention was fortunately directed to Mr. Peet, who, almost alone in his profession, had established a reputation for equal and eminent efficiency as a teacher and as the superintendent of an asylum. The offices of principal teacher and superintendent had been separated at the New York Institution, much to the disadvantage of the institution. The title of principal, uniting the two offices, was now tendered to, and accepted by Mr. Peet. He held likewise the office of secretary of the Board of Directors, till he became its president fourteen years later. The new head of the institution thus had immediate control of all departments of the establishment, with a seat in the Board of direction itself. While such an arrangement increases the labors and responsibilities of the principal, it also makes success more fully dependent on the qualities and personal exertions of that officer, and, where the man is equal to his task will secure higher results by securing unity of will in all departments of the establishment.

Mr. Peet, entering on his new duties in New York, on the first of February, 1831, found, in the task before him, abundant need of all his energies and resources. Order and comfort in the household, discipline and diligence among the pupils, and interest and method in the school-room, had to take the place of confusion, negligence, frequent insubordination, and imperfect methods of instruction. The labors which Mr. Peet imposed upon himself at that period were multitudinous and herculean. He practically inculcated that all the inmates of the institution formed but one great family, and himself as its head, taking with his wife and children his meals with the pupils, rose to ask in the visible language of the deaf and dumb, a blessing, and return thanks at every meal. He ever gave prompt and paternal attention to the complaints and little petitions of his pupils, and devoted for the first few weeks, a large share of his personal attention to inculcating and enforcing habits of order and neatness. He conducted, for the first year or two, without assistance, as he has ever since continued to do in his turn, the religious exercises with which the school is opened each morning and closed each evening. On Sundays, he delivered two religious lectures in signs, each prepared with as much care as many clergymen bestow on their sermons, and delivered with the impressive manner, lucid illustrations, and perspicuous pantomime for which he was so eminent. He gave his personal attention to the school-room arrangements of all the

classes, and to preparing lessons for the younger classes. He kept the accounts and conducted the correspondence of the institution, and attended the meetings of its Directors. He planned numerous improvements in the details of every department of the establishment, down to dividing the classes by screens, painting the floors, and marking the linen,—and superintended their execution. And in addition to all this amount of labor, enough to task the full energies of most men, he taught with his accustomed eminent ability a class during the regular school hours.

Those who were then members of the institution still retain a vivid recollection of the wonderful powers of command which Mr. Peet displayed over the male pupils, many of them stout young men, grown up wild before coming to school, habitually turbulent, and prejudiced in advance against the new principal. Equally vivid is their recollection of the lucid and forcible manner, strongly in contrast with the style of the former teachers, in which he was wont to deliver in pantomime a religious lecture or a moral exhortation, or explain a scripture lesson. Where some other teachers were only understood by a particular effort of attention, the signs of Mr. Peet were so clear and impressive, even to those not much conversant with the language of the deaf and dumb, that they could have imagined themselves actual spectators of the events he related, and in his gestures, and the play of his features, traced all the thoughts and emotions of the actor.

The following, preserved by one of his assistants, as the first Sabbath lecture delivered by Mr. Peet in the New York Institution, (February 6, 1831,) may serve as a specimen of the outlines or skeletons of these lectures, which were written out on the large slates at one side of the room, fitted up as a temporary chapel,\* the object of preparing and writing out these skeletons being in part to aid the lecturer, and in part to make the lecture an occasion of improvement for the whole school in written language, as well as in moral and religious knowledge. But no words would give an adequate idea of the spirit and power with which these written outlines were explained and illustrated in pantomime. What appeared on paper a mere skeleton, under the hand of the teacher started to life, and swelled out in full, natural and graceful proportions.

“Matthew, 19 : 14. But Jesus said, suffer little children to come unto me, and forbid them not, for of such is the kingdom of heaven.”

“The kingdom of heaven is that kingdom of which Christ is king. All belong to it, whether in heaven or on earth, who love and obey him.

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\* There was no room fitted up as a chapel in the New York Institution till Mr. Peet took charge of it.

All these enjoy his present favor, and they will enjoy eternal glory with him.

This is the kingdom to which children who seek the blessings of Christ belong.

They belong to it because they are united to it.

1st, In their feelings, 2d, in their services, 3d, in their enjoyments, 4th, in their prospects."

#### REFLECTIONS.

" 1. Children who indulge in wicked feelings do not belong to the kingdom of heaven.

2. Children should be kind and affectionate to others, and try to lead their companions to Christ.

3. Children should not seek their happiness in this world, for they can not obtain it.

4. They who are humble and pious will go to heaven when they die, and be happy forever.

5. If you are impenitent, and do not seek the favor of Christ, you can not be admitted into heaven."

In delivering a lecture like the above, to a congregation of deaf mutes, for most of whom, signs are far more clear and impressive than words, and many of whom are in so rude a state of ignorance that they have never distinctly contemplated many of the ideas which seem simple and elementary to those who hear and speak, it is necessary for the teacher, at almost every word on his slate, to go back to the simplest elements of thought, to define, analyze and illustrate; to adduce familiar examples, and prefer always the concrete to the abstract. In this art of adapting his explanations and illustrations to the comprehension of intellects as yet very imperfectly developed, as in other branches of his profession, Mr. Peet was eminent.

The effect of Mr. Peet's labors was soon evinced in a marked improvement in every department of the institution, which, from that day to this, has been steadily gaining in reputation and usefulness. In the domestic department, he was well seconded by his excellent wife, and by her devoted friend, Miss Martha Dudley. In the department of instruction, he had the able assistance of Mr. Leon Vaysse, who had been invited a few months previously from the institution of Paris, to which he returned three or four years later.\* With this exception, Mr. Peet had for some time, to labor alone. The old teachers left within a year or two, and the selection of new ones was a difficult task, for it is not every clever and well educated

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\* Mr. Vaysse is senior professor and *ex-officio*, second Director, (vice-principal,) of the institution of Paris.

young man who is found, on trial, to possess the mental and physical adaptation, necessary to success in the instruction of the deaf and dumb. But in making the selection, Mr. Peet displayed his accustomed tact, and met with his wonted success. Within a few years, the institution could boast of a corps of teachers hardly to be rivaled for zeal, talent, and special adaptation to their profession by those of any similar institution in the world.

In proportion as Mr. Peet succeeded in training up an efficient corps of teachers, his labors were lightened. Each teacher, as he acquired sufficient skill and readiness in pantomime, conducted the religious exercises in turn, and took charge of the pupils out of school in turn. And after the first three or four years, the principal was relieved from teaching a class personally, to enable him to superintend more at ease the general course of instruction, and the general affairs of the institution. At a much later day, however, he voluntarily assumed the instruction of the highest class for several terms, in a temporary scarcity of experienced teachers.

Mr. Peet was soon called to experience a bereavement of the heaviest kind. His amiable, intelligent and accomplished wife, for seven years, had added to the cares of a young family, the duties of matron at the American Asylum, and on removing to New York, continued to devote herself to the general oversight of the female pupils, and of the domestic department, though relieved by her friend, Miss Dudley, of much of the actual labor. There is reason to fear that her warm sympathy with the efforts of her husband to elevate, in every sense, the institution with whose interests and success he had identified himself, led to greater exertions in her own department than her feeble frame could support. A constitutional tendency to consumption became developed in the year following their removal to New York, and soon assumed that character of beautiful yet hopeless decline, so familiar to thousands whose dearest connections have traveled this gentle declivity to the grave. Removed to her native air, in the vain hope of relief, she died at Hartford, on the 23d of September, 1832, leaving three little sons,—an infant daughter having been taken to heaven before her. Those who watched by her death-bed, remember with deep and solemn interest, that in the last moments of life, after the power of speech had failed, the dying one was able to spell distinctly the word MOTHER with her weak, emaciated fingers. Did she mean to recall to her weeping sister her promise to be a *mother* to the babe left motherless; or to convey that the sainted spirit of her own mother, who had departed six years before her, in the triumphs of faith, was hovering to welcome her

on the confines of the spirit land? In the words of Lydia Huntly Sigourney, whose little poem "The Last Word of the Dying" commemorates this touching incident:

We toil to break the seal with fruitless pain,  
Time's fellowship is riven, earth's question is in vain.

But in view of this and other instances in which dying persons have been able to make intelligible communications by the aid of the manual alphabet, after the power of speech has failed, we would suggest that a familiarity with that alphabet may be of priceless value in many exigencies easy to be conceived, but impossible to predict.

Three years after, Mr. Peet formed a second connection, by marriage, with Miss Sarah Ann Smith, daughter of Matson Smith, M. D., whose wife was a lineal descendant of the first Mather's of New England.

As soon as the success of the institution, under its new head, had become such as to invite public confidence, successful application was made to the legislature of the state for an increase of pupils and appropriations; and there was at the same time an increase of those pupils from families of better circumstances, who are attracted by the reputation of a school. The New York Institution became, within a few years, the largest on this side of the Atlantic; and, gaining slowly but surely, during a quarter of a century, in the confidence of the public and of the legislature, it has recently overtaken even the institution of London, long the largest in the world.

Mr. Peet did not confine himself to exhibiting such marked results in his school as should challenge investigation and inspire confidence. Feeling it his duty to use every means to secure the opportunity of a good education to all the deaf and dumb children of the state, he labored, by his annual reports and other publications, to diffuse correct information, and keep alive an interest in the cause of these unfortunate children. Almost every year he visited Albany, to urge the claims of his institution on the legislature; and on such occasions, his tact and knowledge of the world, not less than his distinguished reputation, gave him much personal influence among the members of the legislature. It was customary, when an application on the part of the deaf and dumb was before the house, to exhibit the attainments of a few of the pupils by special invitation, in the legislative hall itself; a scene always of great interest to the members, and which never failed to convince the most incredulous of the benefits of instructing the deaf and dumb. On one occasion, in order to awaken in remote parts of the state an interest which might (and did) result in sending to school several promising deaf-mutes, hitherto kept in heathen ignorance by the apathy or want of information of their

friends, Mr. Peet traveled with a deputation of his teachers and pupils from the Hudson river to Buffalo, and Niagara, holding exhibitions at the principal places on the route. A lively and graphic report of this tour is annexed to the twenty-sixth Annual Report of the institution, from which we make an extract, bearing on a question that has been raised by some, as to the propriety of public exhibitions of the pupils of such an institution.

"From the above brief sketch, it will be seen that we held exhibitions in seventeen of the principal cities and villages west of Albany, in five places repeating our exhibitions at the urgent request of the citizens. The audiences assembled were estimated at from two hundred to two thousand. Probably in all from ten to fifteen thousand persons, many of them among the best educated and influential citizens of the state, have had the opportunity, through this excursion, of acquiring correct notions on the subject of the instruction of the deaf and dumb, and of witnessing, many of them for the first time, practical illustrations of the success attained under our system.

Many thousands besides, who could not personally attend, have had their attention awakened to the subject, and have acquired some degree of correct information, through the notices of our exhibitions, published in the papers of the various places we visited. We have reason to believe that the results have been highly beneficial, and that the large accession of promising pupils to the institution, within a few weeks after our tour, is, in part attributable to the interest and attention which we were the means of awakening.

The obstacles which the friends of deaf-mute education have to encounter, are, partly, the prejudices of many, formed from occasional instances of partial failure in instructing deaf-mutes under unfavorable circumstances, partly the incredulity of others, who refuse to believe, upon report, facts as contrary to their own previous experience as is the congelation of water, or the lengthened day and night of polar regions to that of an inhabitant of the equator; and partly, the indifference with which the great bulk of mankind regard matters which no peculiar circumstances have pressed upon their personal notice.

There are thousands who regard the deaf and dumb with some degree of compassion, and hear of the efforts made in their behalf with cold approbation, but the subject has never taken hold of their feelings. They hear of deaf-mute children in the families of their acquaintances, perhaps they meet them; they advise their being sent to the institution; but the advice is too coldly given to turn the scale, when, as is too often the case, there exists disinclination on the

part of the parent or guardian. If we could infuse, into the mass of our benevolent and educated men, a more heartfelt interest in this subject,—if we could prompt each to warmer and more earnest efforts in those cases that may come to his knowledge,—if finally, the pastor or magistrate, or professional man, in whose neighborhood there may be a deaf-mute growing up in ignorance, and in danger of being left for life without the pale of social communion, and of christian knowledge, could be fully impressed with the momentous consequences at stake, and fully apprised of the only and easy means of escape, then we should have less cause to complain that parents and guardians, often uneducated themselves, take too little thought for the education of their deaf and dumb children.

In this point of view, we trust our excursion has, in many places, sown the seed which may hereafter spring up and ripen to a gladdening harvest. Many men, now wielding, or destined to wield an important influence, attended our exhibitions. In two or three places the opportunities of this kind were peculiarly favorable. In Auburn, for instance, the students of the Theological Seminary were present at our lecture and exercises. These young men are destined to go forth into the various cities and towns of the state, to exert a high moral and intellectual influence, and *ex-officio*, to take the lead in benevolent undertakings. That this body of men should be correctly informed of the extent to which the instruction of the deaf and dumb is practicable; that they should be warned against the blind enthusiasm that, aiming at too much, fails of accomplishing the greatest practical good, and that their feelings should be interested in view of the striking intellectual, moral and religious contrast between the educated and the uneducated deaf-mute, is a great point gained, and can hardly be too highly appreciated."

When Dr. Peet, (we find it easier to speak of him by that now familiar title, though the degree of LL. D., conferred on him by the regents of the university of New York, is of somewhat later date than the period we are now speaking of,) had been able to collect around him such a corps of well trained teachers that his daily attention to the routine of instruction was no longer required, he turned his attention to the preparation of a course of instruction, or a series of language lessons, adapted to the peculiar circumstances of a class of deaf-mutes,—then a very serious want. Several attempts, under the spur of urgent necessity, had indeed been made to provide such lessons; and in two or three instances, they had been printed to save copying with a pen; but these little books were of a character unsatisfactory even to their authors; and, such as they were, copies were

no longer to be procured in sufficient numbers for a school. Dr. Peet, therefore, finding nothing he could use, and little even to improve upon, beyond some hints in the French work of Bébian, and the manuscript lessons previously used in his own school, was obliged to go back to the first principles of the art; and following these to their logical results in the light of his long experience, and intimate acquaintance with the peculiarities of the deaf and dumb, he produced a course of lessons on a plan in many respects entirely new. The first fruit of his labors, after being tested for a few months in his own school, was published in the spring of 1844, with the title of, "A Vocabulary and Elementary Lessons for the Deaf and Dumb." It met, (says Dr. Peet in the preface to the second edition,) with "favor and success beyond the author's hopes," being received with a satisfaction amounting in some cases to enthusiasm. The first edition being exhausted much sooner than was anticipated, it was revised with great care, and under the title of "Elementary Lessons, being a course of instruction for the Deaf and Dumb, Part First," has gone through two or three editions, and is still the only text-book in general use for the younger classes in the American Institutions for the Deaf and Dumb. Orders have also been received for copies to be used in British schools; and missionaries whose task, like that of the teacher of deaf-mutes, is to teach the first rudiments of the English language to intellects but imperfectly developed, have found Dr. Peet's Elementary Lessons a very suitable text-book for that purpose.

The success of the First Part encouraged the author to proceed with his undertaking of supplying that total want of acceptable elementary books which had so seriously increased the labors of teachers of the deaf and dumb. A Second Part was published in 1845, a little volume of Scripture Lessons in 1846, the new edition of the First Part, already mentioned, the same year, and finally a new Second Part, by which the Second Part published in 1845 became the Third Part, appeared in 1849. A carefully revised edition of Dr. Peet's Scripture Lessons appeared in the latter year, and being equally well adapted to the use of children who hear, besides the edition for the use of the deaf and dumb, a large edition was put in general circulation by the American Tract Society.

The "Course of Instruction," as far as prepared, thus consists of four volumes, of which the Elementary Lessons and the Scripture Lessons have been received with the most general approbation. Experience has shown that the arrangement of the Second and Third Parts is susceptible of improvement, and if Dr. Peet's life and health are spared, it is understood that he has in view to revise both, and

perhaps, to add a work, long the great desideratum in the instruction of the deaf and dumb, a Methodical Vocabulary, in two parts, the First Part embracing the words of our language, in an ideological order, so explained and illustrated, that the deaf-mute student once made familiar with the principle of classification, can find in it the word he needs to express a given idea; while the Second Part, in the customary alphabetical order, by means of simple definitions and illustrations, by cuts where practicable, and by references to the First Part, shall more readily enable a deaf-mute to discover the meaning of a word than he generally can by the definitions in our common English dictionaries. Such a work would render to a deaf-mute student the same aid both in reading and composing, that the English student finds in his double lexicons of Latin, or whatever other language he has in hand. For want of such a work, a deaf-mute, for whom the language of his countrymen is always a foreign language, the language of signs being his vernacular, can only obtain a word he needs to express a given idea by application to a living teacher; and the definitions in our dictionaries are seldom well adapted to his use. But great as would be the advantages of such a work, the labor of preparing it would evidently be so great that the few who have attempted it have recoiled. And perhaps the advanced years of Dr. Peet, and his many other avocations may not permit him to undertake it. He is understood to be now employing his leisure upon a School History of the United States, which, while its simplicity and perspicuity of style shall adapt it to the use of the deaf and dumb, will be equally well adapted for children who hear; and in which it is proposed to take special care to secure *accuracy* of statement, as well as to preserve the interest by the choice of incidents.

The limits of a sketch like this will not permit us to give, as we were tempted to do, an exposition of the plan of Dr. Peet's course of instruction. Such an exposition may be found in some able articles contributed by him to the "American Annals of the Deaf and Dumb," a quarterly, published at Hartford.\* We can here only explain that the plan of the "Course" is founded on a principle of philosophical progress, beginning with the words and phrases that accurately express ideas already familiar to the pupil, on the great fundamental principle that "ideas should precede names," and thence going by gradual and skillfully arranged steps from the simple to the complex, from the concrete to the abstract; so that, as far as practicable, only one difficulty shall be introduced at one time, and each

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\* See in particular, VOL. III., p. 99, and on; also Dr. Peet's article on the Course of Instruction, in the Proceedings of the Second Convention, etc., p. 39, and on.

difficulty overcome shall serve as a stepping stone to the next. Cuts are, of course, used for explaining words and phrases, wherever practicable; and the reading lessons are admirably simple in style and construction, yet attractive and piquant.

Simple and obvious as these principles are,—in their practical application there is much room for divergence of opinion; and even the first step can not be intelligently taken except by one who is familiar with the mental habits of the deaf and dumb, and knows that when they first come to the instructor, the current of their private thoughts is very different from that series of abstract and general propositions which prevail in the meditations of those who hear,—that they think by “direct intuition,”—as though, in a sort of mental *camera obscura*, objects with their qualities and actions were continually passing. Hence Dr. Peet begins with words and phrases correctly representing these mental images; at first single words, *a book*, *a horse*, *a bird*; then descriptive phrases, made more intelligible by contrast, as *a black book*, *a white book*, *a large horse*, *a small bird*. Numbers and the plural form are early introduced, and verbs first appear under the form of the participle, as *a horse running*, *a bird flying*, it being considered that these phrases accurately describe the pictures shown to the pupil, whereas no pictures will adequately represent the sentences, *The horse runs*; *The bird flies*. Hence the finite verb is deferred till, by the development of his ideas during two or three months of instruction, and by some practice in appreciating the divisions of time, the pupil has become able to apprehend those ideas of assertion and time which constitute the essence of the verb. And at his first introduction to the verb, care is taken to make a distinction which, for want of such early care, we have known many educated mutes to go through life without being able to appreciate, the distinction between the *actual present*, “Mary is dancing,” and the habitual present, “Mary dances sometimes.” In this philosophical spirit the work is planned, and it is no small praise to say that the execution is worthy of the plan.

In order to take all Dr. Peet’s series of school books for the deaf and dumb in one view, we have anticipated the order of time. The institution was, by its charter, placed under the care and control of a Board of Directors, composed of twenty-five of the most respectable and intelligent citizens of New York, men whose judgment might aid the principal in the management of the institution, and whose social and political influence had much weight with the legislature in its behalf. The presidency of this board was successively filled by such men as DeWitt Clinton, Samuel L. Mitchell, LL. D., Rev. James Mil-

nor, D. D., and Robert C. Cornell. On the death of the two last, which occurred within a few months of each other in the spring of 1845, the title of president was, by general consent, and as a just tribute to his eminent worth and services, conferred on Mr. Peet; the first, and we believe the only case in which the principal or superintendent of such an institution is also president of its Board of Directors or Trustees. (The degree of Doctor of Laws, (LL. D.,) was conferred on Mr. Peet, as we have said, by the regents of the university, three or four years later.) This change of title brought no change in the immediate relations of Dr. Peet to the institution. He continued, as he has ever done, to reside in the building, to fulfill the duties both of the head of the institution, and the head of the family; and to give his personal attention and the benefit of his great experience in all cases of difficulty in any department of the establishment.

It was, we think, early in the year, 1844, that the Hon. Horace Mann, returning from a visit of inspection to the educational institutions of Europe, especially of Germany, published his report, in which he took occasion to say that, in his opinion the "Institutions for the Deaf and Dumb in Prussia, Saxony, and Holland, are decidedly superior to any in this country." On examination, it appeared that the distinguished author of this report, who, with all his eminent zeal for the cause of education, and admitted ability, was too apt to jump to conclusions upon insufficient premises, had formed this opinion upon a very superficial examination of the German schools, and no examination at all of our own. Still the specific point of difference on which his opinion was based, that the German teachers teach, or attempt to teach their deaf pupils to speak, while ours had long since formally relinquished that attempt, was *prima facie* such as to make an impression on the public mind, ever moved by novelties, and prone to believe in the marvelous. Though, therefore, all the evidence we then had went to show that even in the German language, much more favorable to such an attempt than our own, the teaching or articulation to the deaf and dumb seldom yielded any results of real practical value, while it certainly involved a heavy waste of time and labor,—still it seemed proper to ascertain by actual examination whether we were in fact so far behind the German or other European schools, that, if there were valuable lessons to be learned, we might learn them, and if not, that our institutions, might retain in the public estimation the place they had so hardly won. To this end, each of the two oldest and largest American Institutions for the deaf and dumb, sent an agent to Europe. The American Asylum, sent its late esteemed principal, Mr. Weld, and the New York Institution, sent one of its former

instructors, Rev. George E. Day, now a professor in the Lane Theological Seminary, Ohio. The reports of these gentlemen made after very full and candid examination, were justly held to be conclusive that, on the whole, the results of our system of instruction were superior to those obtained in the German schools. Mr. Peet's letter of instruction to Mr. Day, prefixed to the report of the latter, (see Twenty-Sixth Annual Report of the New York Institution,) is esteemed a model paper of its kind, and shows how fully and clearly its author understood, in advance, all the bearings of the question at issue. Seven years later, (in the spring of 1851,) Dr. Peet himself, with his eldest son and three of his pupils, visited Europe on a similar errand; and made a voluminous report on the condition of the European schools he visited, and on the various systems of instruction he found in use, which is one of the most valuable and interesting documents of the kind extant, and at the same time, a graphic and agreeable book of travels. While in London, on this occasion, he took part in the first annual convention of British teachers of the deaf and dumb.

The first convention of American Instructors of the Deaf and Dumb, had been held at the New York Institution, a year before this time, (in 1850,) and Dr. Peet, returned from Europe just in time to attend the second convention, held at Hartford, in August, 1851. Two other conventions have been held since, (the interval having been changed from one to two years, and two meetings postponed a year, from unfavorable and unforeseen circumstances.) At all these conventions, Dr. Peet, to whose exertions and influence the holding of the first convention was mainly due, took a leading part. Besides, in the discussions that arose, freely imparting the benefit of his rare experience to his younger brethren, papers of great value, and prepared with much labor and research, were presented by him at each convention, and published with its proceedings. Of these papers, we will particularize that on the "Origin and Early History of the Art of Instructing the Deaf and Dumb," presented at the first convention, and also inserted in the American Annals, (III., 129 and on,) and the "Report on the Legal Rights and Liabilities of the Deaf and Dumb," presented at the fourth convention, whose proceedings are not yet published, but an imperfect copy of this paper appeared in the American Journal of Insanity, last summer. The former of these papers corrects several errors of Degerando, hitherto almost the only authority usually referred to on that subject; and the latter has been pronounced by competent judges a valuable contribution to our legal literature, and supplies information which hitherto could be obtained only by very extensive and laborious research.

We will close our account of Dr. Peet's contributions to the literature of deaf-mute instruction, by noticing three or four other remarkable productions; the address at the dedication of the chapel of the New York Institution, (December 1846,) that delivered on the occasion of laying the corner-stone of the North Carolina Institution, (April, 1848,) the "Report on the Education of the Deaf and Dumb in the Higher Branches of Learning," (1852,) which led to the establishment of the High Class in the New York Institution, a measure that has contributed essentially to elevate the general standard of deaf-mute education,\* and the curious article on the "Notions of the Deaf and Dumb before Instruction, especially on Religious Subjects," which appeared in the *Bibliotheca Sacra* for July, 1855. In the last mentioned article, it is shown that, whatever may be the ability of the human intellect in a high stage of development, to arrive at just and ennobling conceptions of a Creator and supreme governor of the world, the uneducated deaf and dumb have, in no clearly attested instances, originated, from their own reflections, the idea of God, or of a Creator.

Space is wanting for a more particular notice of these and other papers, nor can we here enumerate the topics treated of in the Annual Reports of the New York Institution, which, unlike the generality of such reports, instead of being confined to details of local or temporary interest,—discuss with Dr. Peet's characteristic ability, fullness of information, and comprehensiveness of examination, the most important topics connected directly or indirectly, with the subject of deaf-mute instruction. The Thirty-Fifth Report, for instance, embraces the fullest and best digested body of statistics of the deaf and dumb which has been yet published.

Dr. Peet has been fortunate in his children. He has the able assistance of his two elder sons, accomplished teachers of the deaf and dumb, in his own institution. The eldest, as teacher of the High Class, has had the satisfaction of training up the best educated class of deaf-mutes taken as a class, that ever graduated.

Dr. Peet has now nearly reached the accomplishment of his last great labor, the planning and erection of buildings that will make the New York Institution, in that respect, as we believe it to be in all others, a model institution of its kind. In this, and in his other labors for the benefit of the deaf and dumb, he has been ably seconded by an intelligent and energetic Board of Directors. From the mode of

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\* It is due to General P. M. Wetmore, recently vice-president of the institution, to say that, in the establishment of the High Class, as in other measures for the benefit of the deaf and dumb, he rendered very valuable aid, and merits the lasting gratitude of the deaf and dumb of New York.

election, by a few life members and subscribers, and the gratuitous nature of their services, the Directors of the New York Institution are solely men attracted together by benevolent interest in the cause of the deaf and dumb, and respect for, and sympathy with the character of the president. Hence it is that they have been so ready to appreciate, encourage and aid his labors. In this matter of the erection of the new buildings, especially, it required zeal, foresight, and sanguine trust in the future, to prevent that perfection of plan and proportions so admirable in the new buildings from being sacrificed to a severe, though temporary pecuniary pressure.\* Of those features that have been more particularly the object of Dr. Peet's personal attention and solicitude, we may specify the arrangements and apparatus for warming and ventilation.

From this sketch of Dr. Peet's public life, his character as a christian gentleman, as the head of an institution, as a teacher, as an accomplished master of the language of pantomime, as a leader and energetic laborer in all movements for the benefit of the common cause of deaf-mute education,—and as the author of the best existing series of works in our language, perhaps in any language, on the instruction of the deaf and dumb,—though inadequately set forth, will, we trust, be apparent to the reader. But to his many friends, and to the hundreds of deaf-mutes who, educated under his care, have learned to love and honor him as a father, such a portraiture will appear not only feeble, but very incomplete, as omitting one of Dr. Peet's most prominent traits of character,—his warm benevolence of heart,—of which the best illustration is the filial affection with which he is regarded by his pupils, the warm and active interest he has ever taken in their temporal and spiritual welfare, and the aid he has ever been ready to give to any of his former pupils who deserved and stood in need of his assistance. When dismissing his pupils at the end of their course, he is wont to give each a little letter of advice, in which, encouraging them to seek his aid in any future season of trouble, he says, "Come to us, I repeat, with the confidence of children to a father. We shall be ever ready to redress your wrongs, to seek for you employment that shall ensure for you comfort and respectability; and in those afflictions which only time and Providence can relieve, to afford the sympathy and advice that may inspire consolation, patience, and cheerfulness." And the instances are not few in which this pledge has been fulfilled.

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\* The result of the pecuniary difficulties referred to, has been that the State of New York, has *formally* assumed the proprietorship of the institution, maintaining it as it is. It has thus become in name, as it long has been *de facto*, a State Institution.

Comparing the present state of the institution with what it was in 1830, then a small and inferior school, ill provided with teachers, without any good plan of instruction, or acceptable series of lessons; now in the very foremost rank of special educational institutions, furnishing text-books and teachers to other schools, and looked to as a model, both in its system of instruction and the plan of its buildings, by its results and publications elevating the standard of deaf-mute instruction, and spreading abroad an interest that leads to the founding of new institutions, Dr. Peet may well feel that the earnest and unfaltering labor of twenty-six years has not been in vain. He has not, we trust, nearly reached the term of his active usefulness. Though crowned with the glory of grey hairs, judging from his erect form, active step, and unabated powers of attention to the duties of his arduous post,—the deaf and dumb of New York, and of the whole Union may, for years to come, benefit by his labors. And when the time shall come for retirement from active labor, he will know that the blessings of hundreds follow him down the vale of years, and that the future of the institution to which his life has been devoted,—with its great trust for the benefit of the deaf and dumb of generations to come, may safely be left in the care of the teachers he has trained up.

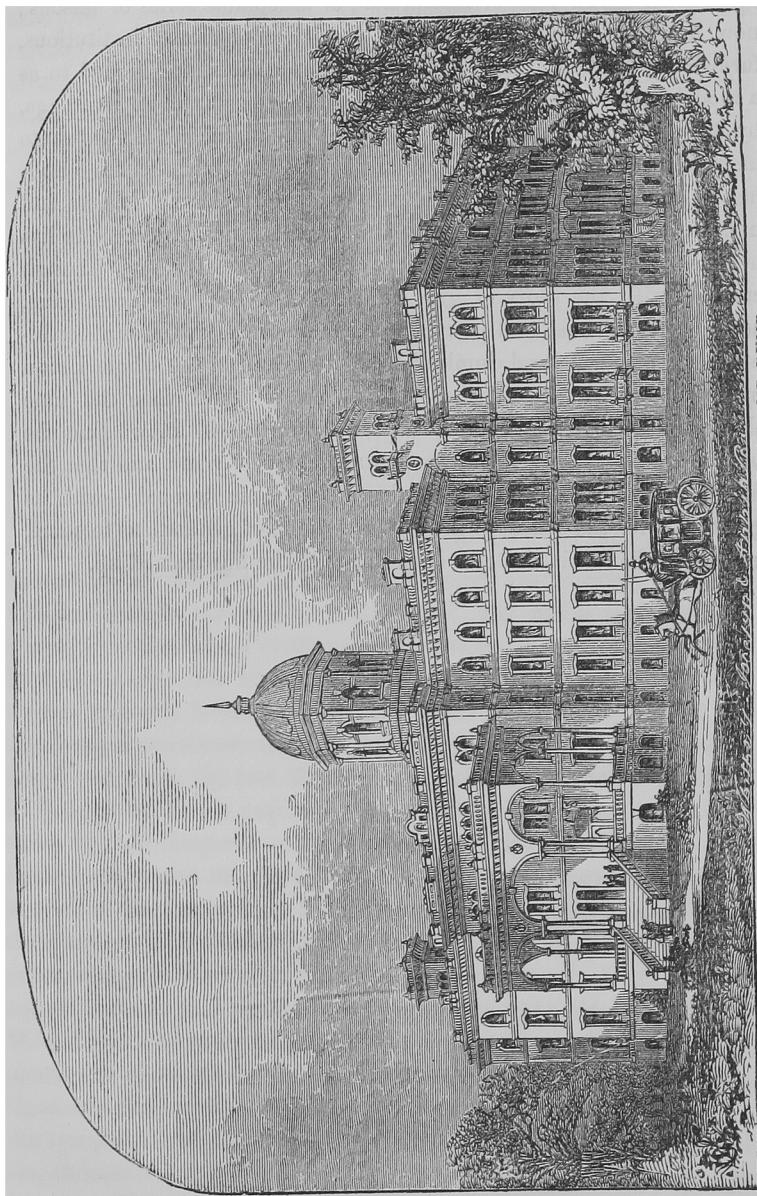


Fig. 1.—NEW YORK INSTITUTION FOR THE DEAF AND DUMB.

## NEW YORK INSTITUTION FOR THE DEAF AND DUMB.

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THE New York Institution for the Instruction of the Deaf and Dumb is the second American Institution of its kind in point of date. The American Asylum at Hartford preceded it about a year; and of perhaps two hundred schools for this class of learners in Europe, not more than about twenty-five now existing can claim an earlier origin.

There were two different attempts made in New York to instruct the unfortunate deaf and dumb, several years before the present Institution was founded. The Rev. John Stanford, a man whose memory is still cherished as a bright example of piety and of zealous labor in behalf of the unfortunate, finding in the alms-house, of which he was chaplain, several children whose ears were closed to the ordinary means of religious teaching, made an effort to impart some instruction to these heathen in a Christian land. He provided them with slates, and taught them to write the names of some familiar objects; but, for any further progress, peculiar processes of instruction were necessary, of which he had no knowledge; and his other duties did not permit such close study and attention as would have been requisite to invent them. He consequently found himself compelled to wait a more favorable period for the realization of his wishes. He was subsequently one of the founders of the Institution, and for several years a member of its Board of Directors.

The success of European teachers of the deaf and dumb was then very little known in America. Even in those countries where the art had been practiced longest, the deaf-mutes who were educated were but rare exceptions to the general lot; and in the popular estimation, the instruction of the deaf and dumb was still unintelligible and mysterious in its processes, and miraculous in its results, which, indeed, were often magnified beyond the limits of probability or truth. Still it was generally known to men of scientific research, that science and benevolence had triumphed over the difficulty held insuperable by the wisest of the ancients—that of enlightening the darkened mind of the deaf-mute; and with the names of De l' Epée and Sicard,—of Braidwood and Watson, there had probably come over the Atlantic some rumors of the different systems adopted by the French and English teachers respectively. “An Essay on Teaching the Deaf or Surd, and consequently Dumb, to Speak,” appeared in the Transac-

tions of the American Philosophical Society, as early as 1793 ; and some twenty years before that time, deaf-mute children of wealthy families had been sent from America to Great Britain to be educated. One of these was from New York, the son of a gentleman named Green ; who, as early as 1780, placed the boy under the care of Thomas Braidwood, whose school near Edinburgh attracted so much attention in its day ; Dr. Samuel Johnson being one of those who have left us very favorable notices of it. A letter written by Mr. Green, (who was probably the author of the curious old book on deaf-mute instruction, entitled *Vox Oculis Subjecta*,) giving an enthusiastic account of his son's progress, was preserved in a medical journal, and had long afterward an influence on the foundation of the New York Institution. At the same time, as for several years before, three deaf-mutes of the name of Bolling, belonging to the Virginia family of that name that claims descent from Pocahontas, were also under the care of Braidwood, and are said to have been remarkably well educated.

In the beginning of 1812, John Braidwood, a grandson of Thomas Braidwood, came to America, with the design of setting up a school for deaf-mutes on a magnificent scale. Col. William Bolling, a brother of the three deaf-mutes just mentioned, having himself children afflicted with the same privation, (no uncommon instance of the collateral transmission of deaf-dumbness in families,) invited young Braidwood to his house, and furnished him with funds to set on foot an establishment for the board and instruction of deaf-mutes, proposed to be located in Baltimore. Possessed of talents and skill as a teacher, Braidwood was totally deficient in steadiness and moral principle. He squandered in dissipation and debauchery the funds entrusted to him; was three times relieved by Col. Bolling; once served for a few months as a private teacher in that gentleman's family; was twice enabled by him to set up a private school in Virginia, in each case beginning well, and relapsing into dissipation in a few months ; and finally died a victim to the bottle. In the course of these melancholy eccentricities, he found his way to New York, and collected a few deaf-mutes to form a school in that city, which, however, was soon broken up, like those in Virginia, by his own misconduct. This undertaking in New York attracted the attention, among others, of Dr. Samuel Akerly, afterward one of the earliest and most efficient friends of the New York Institution, of which he was for ten years, at once physician, secretary, and superintendent ; and also the compiler of an early volume of *Elementary Exercises for the Deaf and Dumb*,\* not without merit in its day, though long since laid aside.

\* Published in 1821. Dr. Akerly was also, at a later date, one of the founders of the New York Institution for the Blind, and its first President. He died in July, 1846.

Thus it happened that there were in New York, men of science, benevolence, and social influence, who had become interested in the subject of deaf-mute instruction at a time when there was as yet no established school for this afflicted class of our fellow men in America. The soil seems to have been made ready for the seed, and the seed was sown by a letter received in the latter part of the year 1816, from Mr. Gard, a distinguished deaf-mute from Bordeaux,—who, moved, it is presumed, by reports of the flattering reception given to his personal friend and worthy compeer, Laurent Clerc, (then lately arrived in America,) offered himself also, possessed as well as Clerc of many years experience, as pupil and teacher, in one of the best schools for deaf-mutes then existing, to cross the Atlantic for the benefit of the long neglected deaf and dumb of the New World. It is a matter of regret that, from circumstances not now fully known, the services of Mr. Gard were not secured.\* The seed sown by his letter, however, took root. Dr. Samuel L. Mitchell,† a man eminent in his day for learning, philanthropy, and social influence, took up the subject; and in conjunction with the two gentlemen already named, and other benevolent citizens of New York,‡ organized a society, at the head of whose list of officers stood the illustrious name of De Witt Clinton, and obtained from the Legislature an act of incorporation, bearing date April 15, 1817, which, by an interesting coincidence, was the same day that the Asylum at Hartford was opened.

The school was not opened till more than a year after the act of incorporation was obtained; a delay ascribed partly to the want of teachers, and partly to an opinion that had become prevalent, that the Asylum at Hartford, just opened with the great advantage of well qualified and experienced teachers, would suffice for all the deaf and dumb of the United States who were likely to become candidates for the novel benefits of education. This idea, preposterous as it now appears, was then, in the total absence of statistics, very natural, and led to one of the earliest recorded attempts to ascertain the number of deaf-mutes in any considerable population. There were found,

\* This distinguished pupil of the Abbé St. Sernin, esteemed by those qualified to judge, as being in solid, if not in shining qualities, superior to Massieu, the renowned pupil of Sicard, was for many years an able teacher in the Deaf and Dumb Institution of Bordeaux. He died about the year 1838.

† Dr. Mitchell, (several years a Member of Congress,) was from 1819 to 1829, the President of the Institution. He died in 1831.

‡ Among these founders and early friends of the Institution, very few of whom now survive, the following merit especial mention: John Slidell, Esq., Gen. Jonas Mapes, Silvanus Miller, Peter Sharpe, and especially James Milnor, D. D., Vice President of the Institution from 1820 to 1829, and President from 1829 to his death in 1845. Of other later benefactors of the Institution, who have gone to their final reward, we owe especial mention to the names of Robert C. Cornell, John R. Willis, William L. Stone, and Robert D. Weeks.

though the census was not complete, sixty-six deaf-mutes actually residing in the city of New York, which then contained about 110,000 inhabitants,—a proportion far surpassing expectation, but not varying greatly from the average of many enumerations since made in Europe and America. Most of these unfortunate deaf-mutes belonged to families in very moderate and even indigent circumstances; and as private charity was the main reliance in prospect for assisting them to obtain an education, legislative provision to that end being then a thing unprecedented, and hardly counted on,—it was manifestly impracticable to send any considerable number of them to a boarding school at a distance. The most obvious means of securing the instruction of the large number of deaf-mute children in the city, was to open a day school, which they could attend at the expense of tuition only, and receive instruction in the same classes with such pupils from a distance as should be able to pay their board, or for paying whose board means could be provided by private or public benevolence. On this plan, of which the only recommendation was economy, while the disadvantages were many, the school was actually kept for the first eleven years.

Application was made to some of those schools in Great Britain, which were then endeavoring to maintain a monopoly of the method and processes of Braidwood, for a teacher already qualified to teach articulation, as well as other branches of knowledge; but failed, as in the case of Mr. Gallaudet, who applied to the same schools in person for instruction in their methods, on account of the onerous terms demanded. Finally, in the spring of 1818, the Rev. Abraham O. Stansbury, who had been during its first year of operation, the "Superintendent," (*i. e.* steward,) of the Asylum at Hartford, and had thus acquired some skill in the colloquial language of the deaf and dumb, was appointed the first teacher of the New York Institution, and the school was opened with a class of four pupils, May 12, 1818. The means for its support were at first subscriptions and donations, with payments from such parents as were able. The city of New York soon assumed the patronage of ten day scholars residing in the city; and when the success of the school became sufficiently decisive, and the number of applicants from the interior of the State painfully numerous, the Legislature of New York made provision for indigent boarding pupils, restricted at first, but increased from time to time. The first grants from the State were donations of money merely; but in 1821, permanent and specific provision was made for thirty-two State pupils, whose term of instruction was, according to the very moderate notions of that day, limited to three years each.

We have the pleasure of adding that this term was, as early as 1825, extended to four years, and in 1830, to five. The subsequent gratifying extensions will be noted in the course of this sketch.

Mr. Stansbury had not been a teacher at Hartford, and his ideas on the method of instruction were rather crude and vague. The founders of the Hartford school, after careful examination of the subject, had followed Sicard's example, in rejecting from their course the attempt to teach articulation, as demanding an expenditure of time and labor much out of proportion with the results. Naturally, however, the teaching of the dumb to speak, and of the deaf to read on the lips, to those to whom the instruction of the deaf and dumb is an entire novelty, is the most attractive, and seems the most valuable of their possible acquirements. The world, on seeing a deaf-mute who has learned to utter certain imitations of words, takes it for granted that he has been fully restored to all the priceless benefits of speech. Experience soon dissipates this delusion, by showing that very few deaf-mutes can be taught to speak intelligibly, or to read fluently on the lips beyond a few familiar and oft-repeated phrases, and that this accomplishment, such as it is, is of very little benefit to their intelligence. At New York, however, experience was as yet wanting, and the first teachers, themselves groping almost in the dark, endeavored, by the aid of Dr. Watson's work on deaf-mute instruction, to teach articulation, at least to such of their pupils as retained a remnant of speech or of hearing. The results attained, as might be expected, were so unsatisfactory that the attempt was soon abandoned. Mr. Horace Loofborrow, who in 1821 succeeded Mr. Stansbury as principal teacher, and held this important office for ten years, endeavored to reduce to practice the directions given in the works of Sicard, with such modifications as his own experience and ingenuity suggested. He was a man of intelligence and energy, and had he been better seconded in the department of instruction, his success, in many instances very creditable, would have been greater and more uniform. But with the exception of one worthy lady teacher, and of a young gentleman who continued but a year or two, his assistants were half educated deaf-mutes; and cases often occurred in which a pupil of fair capacity confined to the task of mechanically repeating words for methodical signs, and these signs again for words, attaching as little meaning to the one as to the other, made no sensible progress in acquiring the use of language during many months.

Methodical signs were also used at Hartford, but in that school they were employed in a manner to carry with them some of the life and significance of colloquial signs. The signs used at New York

were often clumsy and arbitrary as compared with those Mr. Clerc brought from the school of Sicard and Bebian; nor was this the only disadvantage. The large number of pupils who attended irregularly, as day scholars, not only made unsatisfactory progress themselves, but hindered the progress of their classes. Owing to the deficiency of well qualified teachers, there was less moral and religious control exercised over the pupils than was desirable; and for these and other reasons, the school began to suffer in public estimation in comparison with the neighboring ones at Hartford and Philadelphia.

This popular opinion affected even the Legislature of the State; and on the occasion, (in 1827,) of a grant to aid in the erection of permanent buildings, the condition was annexed, that the Institution should be subject to the official inspection of the State Superintendent of Common Schools, and that high officer was directed "to ascertain, by a comparison with other similar institutions, whether any improvements can be made." Mr. Azariah C. Flagg, the then able and efficient Superintendent, discharged the duty thus assigned to him, and the consequences of his examinations and recommendations were that, after a contest of two or three years between the party that supported the old teachers, and the party that desired to place the school on higher ground,—a change of men and measures was resolved on.

Meantime the Institution was removed, in the spring of 1829, to the new building erected on Fiftieth street, then quite out of town, on an eminence, surrounded by open fields and woods. Here, in February, 1831, Mr. Harvey P. Peet, the present incumbent, was installed as the executive head of the Institution, with the title of Principal, thus uniting the hitherto separate offices of Superintendent and principal teacher. This title of Principal was, in 1845, superseded by that of President of the Board of Directors, to which office Dr. Peet was elected as the successor of the Rev. James Milnor, D. D.

Of the special labors of Dr. Peet, to build up the Institution, and improve the condition of deaf-mutes in this country, we shall not in this paper\* say more than that during the twenty-six years past, he has faithfully devoted to the benefit of the Institution, and the cause of the deaf and dumb, his best talents and energies. He has had the support and counsel of an energetic, intelligent, and sagacious Board of Directors, most of whom have devoted much time, during many years, to the service of the Institution, without any

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\* Mr. Peet was a native of Bethlem, Connecticut, a graduate of Yale College in the class of 1822, and for nine years previous to his appointment as Principal of the New York Institution, was an instructor in the American Asylum at Hartford, of which he was also steward. Mr. Peet received the honorary degree of LL. D., from the Regents of the University of the State of New York, in 1850. In a subsequent article, we shall give a more extended notice of Dr. Peet's career.

other reward than the consciousness of well doing. He has also had the aid of a faithful and capable corps of teachers. One of his earliest assistants in the department of instruction was Mr. Leon Vaisse, then a young teacher of four years' experience, invited from Paris to impart a practical knowledge of the improvements made in the celebrated school of that city, since the death of Sicard. Mr. Vaisse, after four years of acceptable service at New York, returned to Paris, and is now the first Professor of that ancient school. Among the other teachers early associated with Mr. Peet, we may particularize Messrs. D. E. Bartlett and F. A. P. Barnard, the former of whom has now a Family School for young deaf-mute children at Poughkeepsie, and the latter is now the President of the University of Mississippi; George E. Day, now Professor in Lane Seminary, Ohio, and Josiah A. Carey, who, at the time of his early and lamented death, in 1852, was Superintendent of the Ohio Asylum for the Deaf and Dumb. But with all the aid which such directors and such teachers could give, to Dr. Peet must be assigned the main instrumentality of building up this Institution to its present degree of usefulness.

The limits of a paper like this will not admit of details of the subsequent history of the New York Institution. A few general results can only be given, to show in what degree, under Providence, the Institution has prospered; and how the cause of deaf-mute education has gradually acquired its present degree of public interest and favor.

Up to the removal to Fifth street, in 1829, the average number of pupils was little over fifty. The number when Dr. Peet took charge of the Institution, in 1831, was eighty-two, of whom fifty-six were beneficiaries of the State. As the Institution gained slowly but surely in the confidence of the public and of the Legislature, the number of State pupils was enlarged from time to time, till it reached one hundred and ninety-two,—the list, after each successive enlargement, becoming full in a year or two, with applicants left to wait; till finally in 1855, the limitation to the number of State pupils was properly and justly removed; and, instead of bestowing an education on certain selected deaf-mutes, and shutting the door on equally deserving applicants, who happened to be in excess of the limited number,—the Institution is now authorized, with the sanction in each case of the State Superintendent of Public Instruction, to receive as State pupils, all suitable applicants. Of this class of pupils there are now two hundred and thirty-four. While the number of pupils educated at the charge of the State has increased, there has been an equally large increase of other pupils. The State of New Jersey sends its deaf-mute pupils to New York or to Philadelphia, at the

choice of the parents. In 1830, there were but two New Jersey pupils at the New York Institution,—the present number from that State is twenty-three. The number of private pay pupils has increased from seven in 1830, to thirty-four in 1856. The city of New York, which, as we have noticed, paid the tuition of ten day scholars during the first eleven years, has, ever since the Institution was removed to its site on Fiftieth street, in pursuance of an authority granted by law to the supervisors of the counties,—but seldom acted on by other counties than that of New York,—supported a number of boarding pupils equal to its number of members of Assembly. The present number is sixteen. To these should be added one or two supported by the Commissioners of Emigration, and several small children boarded and instructed by the Institution gratuitously, under peculiar circumstances, which required that they should be removed from situations of destitution, temptation, and danger, at an earlier age than that limited for the admission of State pupils. As the State of New York contains a population of three and a half millions, and all its deaf-mute children are collected, or sought to be collected, in one school,\* together with many attracted by the reputation of the Institution from abroad, it is to be expected that the New York school should be one of the very largest of its kind in the world. The present number of pupils is three hundred and fifteen. No other school for deaf-mutes on either side of the Atlantic,—the London Asylum excepted,—approaches the New York Institution in this respect. The Hartford Asylum, which stands next, receiving the deaf-mute children from all New England, has a little over two hundred pupils;† and the institutions of Paris and Groningen, (Holland,) each about one hundred and eighty. As it is shown by three national and several State enumerations, that the number of deaf-mutes in the State, though with a slightly fluctuating proportion, increases with the whole population of the State, the period seems not remote when the Institution will contain between four and five hundred pupils, for which number the dimensions of the new buildings, to be presently spoken of, have been planned. Such are the facilities of access by railroad and steamboat to the city of New York, from all parts of the State, and such the liberality of the railroad and steamboat compa-

\* From 1825 to 1836, there was a Central Asylum for the Deaf and Dumb at Canajoharie, united in the latter year to the New York Institution, of which its last Principal, Mr. O. W. Morris, is still a teacher.

† The number 240, given in the last report of the Hartford Asylum, is made up by including both the class that left and the class that entered during the year, both of which were not in school at the same time. A similar mode of computation gives for the New York Institution 346 pupils in school within the year (1856) covered by the last Annual Report.

nies, in passing the unfortunate deaf and dumb to and from school, either free, or at reduced rates of fare, that there exists no motive for dividing the patronage of the State between two or more schools, on account of the distance part of the pupils have to travel. And every other consideration is in favor of the State's maintaining one large, efficient, well organized school, rather than two or three small and inferior ones.

The increase in the term of instruction shows a great advance in correct public sentiment, since the law of 1821 allowed but three years to each State pupil. We have not noted that this period was extended in 1825 to four years, and in 1830 to five. Two years more were added to the term in 1838, for such pupils, usually about one-half of the whole, as desired to continue, and gave promise of profiting by the extension. Finally, in 1853, the Legislature gave its sanction to the High Class, established the year before, by authorizing the continuance of those State pupils selected as suitable members of such a class, for three years instruction in the higher branches of education after the completion of the regular term. A similar extension of the regular term, and the same privilege for the more deserving, of remaining an additional term as members of the High Class, has also been granted to its State pupils by the State of New Jersey.\*

Another fact to be noted in a history of the New York Institution, is the publication of elementary books for the use of the deaf and dumb. There was, for many years, a total want of such works in the American schools for deaf-mutes. Two or three volumes of exercises had been, at an early day, committed to the press; but these were hardly satisfactory even to their authors; and when the first small edition of each was worn out, they were laid aside, if not before. The First Part, with the title of "A Vocabulary and Elementary Exercises for the Deaf and Dumb," published in 1844, was welcomed with satisfaction and even with enthusiasm by American and some English teachers of the deaf and dumb. It has since been carefully revised, and three or four editions have been exhausted. In the greater number of American schools for the deaf and dumb, it is put as the regular text-book, into the hands of each pupil in the new classes. The one or two schools where it is not thus used are those in which the teacher or the Superintendent has a preference for manuscript lessons of his own compilation.

This *First Part*, as the title now reads, has since been followed up with a *Second* and *Third Part* of a "*Course of Instruction for the*

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\* Massachusetts has also authorized a like act of justice as much as of liberality, toward such of her State pupils as may be found qualified to join the High Class at Hartford.

*Deaf and Dumb,*" and with a small volume of *Scripture Lessons*, all of which were prepared by the President, Dr. Peet, and were very favorably received, and are in constant demand, as text-books, in most of the American schools for deaf-mutes.

It was early considered an important part of a system of education for the deaf and dumb, to give instruction out of school hours in some eligible trade. There is, we believe, hardly any school of this class, either in America, or in France, Belgium and Southern Europe, where such mechanical instruction as the means and conveniences of the establishment will admit, is not given. In the British and German schools, the pupils are dismissed at an age early enough to begin a regular apprenticeship to some trade; but this, in the view of American teachers and educators, necessitates the beginning at too early an age for the pupil to derive the greatest benefit from the term allowed him. We prefer to begin not earlier than the age of twelve; for the difficult study of written language,—difficult beyond expression for those who have no knowledge of *audible* language, and can only regard words as arbitrary characters, like the Chinese, only much more complicated,—demands, if we would attain the best results, some maturity of mind, and greater power of attention and continuous application, than young children usually possess. Accordingly, though under peculiar circumstances, children are sometimes admitted at an earlier age, twelve years is the age prescribed by law for the admission of State pupils in the New York Institution; and many of the pupils are, from the ignorance of their friends, or their unwillingness to send them to a distance, kept from school to a considerably later age. It is evident that pupils admitted at twelve or thirteen, and continuing from five to eight or ten years, will leave at an age past that which is the most favorable for learning a trade; and also, which is worse, with long established habits of manual idleness.

The number of trades that can be taught in connection with such an Institution, is of course very limited. The selection made, usually embraces *first*, the making of clothes, shoes, and furniture, enabling the institution to be the largest customer of its own shops,—and *second*, such trades as from local circumstances, can be most remuneratively carried on, and which promise the best assurance of future support to the pupils. As most of the pupils, when they leave school, return to their families in the country, or in distant towns and villages, evidently the greater number should learn trades at which they can readily obtain employment in all parts of the country. For this reason, *shoe-making*, *tailoring*, *cabinet-making*, and *horticulture* are trades taught at the New York Institution. *Book-binding* is added

as being well adapted to deaf-mutes, and in its location, near a city where so much publishing is done, promising steady and lucrative employment. It is designed to add printing, and perhaps engraving, to the list, as soon as the Institution, established in its new locality, shall have the requisite room and means. All of the pupils now receive regular instruction in linear drawing, and some have taken lessons in wood engraving.

The building on Fiftieth street was erected in the years 1827 to 1829. As the number of pupils increased, it was three times enlarged, and it was in contemplation to enlarge it a fourth time. Meantime, the rapid growth of the great city was threatening to hem in the Institution with a dense population, for whose convenience streets were opened through its grounds ; and the space available for fresh air and exercise became very seriously restricted. The same causes that made a continuance in the old site undesirable, enabled the Directors to sell their grounds for building lots at a great advance on their first cost. A new site, every way highly eligible, including thirty-seven acres, on the historical locality known as Washington Heights, overlooking the broad panorama of the Hudson, about nine miles from the New York City Hall, to which ready access is had by the Hudson River railroad, was purchased for less than half the sum realized from the sale of the grounds, far less eligible, and hardly one-fourth as large, on Fiftieth street.

The plans for the new buildings were the subject of long and anxious deliberation. The projectors aimed to combine every advantage of a pleasant site, a convenient arrangement, the separation of the sexes, except when assembled for meals, religious worship, and instruction, economy of light and fuel, thorough ventilation, and an external appearance not unworthy in architectural effect of the great city and State of New York. There is no similar institution in America, and so far as inquiry and very extensive personal examination enables us to judge, none even in Europe, the plan of which is satisfactory, and such as its managers would prefer, if they had to build over again. All institutions for the deaf and dumb, we believe, indeed most institutions for the education of youth of both sexes, approaching the size of the New York Institution, have grown up by successive additions, in which both internal convenience and architectural appearance have been at the mercy of circumstances. The conductors of the New York Institution thus found themselves obliged to have an original plan for their new buildings, and used their best efforts,—they have the gratification of believing with success,—to have such a one as other similar institutions might profitably study and follow.

The whole number who have been admitted as pupils, from May, 1818, to January 1st, 1857, is 1,237, of whom 315 remain under instruction. The number of deaths of pupils occurring in the Institution in these thirty-eight years, is thirty-five. The rate of mortality among the pupils of the Institution during twelve years, from December, 1843, to December, 1855, including those who died at home during the term of instruction, is one death to 122 survivors; viz.: one in 160 of the males, and one in 94 of the females. But counting only those who died in the institution, the rate of mortality is only one in 217.

In a sketch like this, only a very brief account can be given of the system of instruction; and for this we are indebted to a communication from Dr. Peet. It should be understood that, though some of our pupils, having learned to read before becoming deaf, bring with them more or less knowledge of language, yet these are not properly deaf-mutes. Technically, they are called *semi-mutes*, and possess the great advantage that to them words are what they are to other men, *sounds*, heard or recollected, of which written words are mere representatives. Deaf-mutes, properly so-called, are those whose education was once held impossible, and is still, with all the lights of science and experience, sufficiently difficult. The misfortune that cut them off in childhood from the acquisition of speech, not only deprived them of all that mass of traditional knowledge, of which speech is the treasury and the vehicle; but, which is worse, deprived their mental and moral faculties of a fair chance for exercise and development, and caused them to grow up with habits of thought different from those of other men. When they come to school, they have usually a development of ideas; but far inferior to,—and quite different from that of speaking children of the same age and native capacity. The mind of an uneducated deaf-mute has been compared to a *camera obscura*, through which pass, not the general and abstract propositions, the play upon words, the rhythm and roll of sounds that usually ring in the memory of a hearing person;—but mental images of objects, qualities and actions. Along with these, it is true, are present certain intellectual perceptions, such as those of approbation and disapprobation, comparison, number, cause and effect, time, etc.; and these may be present as dim perceptions, even when the deaf-mute possesses, as yet, no signs to express them. Such intellectual perceptions, however, become more distinct, when they are connected with certain signs. In other words, a deaf-mute acquires the ability to think and reason, and hence attains a greater strength of under-

standing, and a higher development of faculties, in proportion to the cultivation of his dialect of signs.

For, to a deaf-mute, the language of signs or *gestures*, (to use a less ambiguous term,) is the only language that can become, in the full sense of the word, *vernacular*, that is to say, a language which the child learns spontaneously, because it is used by those around him, to which his thoughts will cling by natural affinity, and which will promote the most rapid development of his faculties. Words can never be to a deaf-mute what words are to us,—*sounds*, ringing in the innermost temple of the ear, and awakening sympathetic chords through brain and nerve. The mere fact of cognate or early deafness, cuts them irrevocably off from all this interior life of words uttered by the living voice, and leaves words to them, mere arbitrary assemblages of characters, not only cold and dead, as compared with the warmth and life of speech or of gestures; but almost insufferably tedious as instruments of social communication to those accustomed to the fluent ease of speech, or the still greater rapidity of gestures. Hence it is that our pupils, and indeed, deaf-mutes, however instructed, the world over, prefer their own language of gestures, often graphic as a painting, rapid as thought, and illumined by the speaking face and eye, to a cold and tedious conversation in words. Nor will it much, if any, mend the matter, if they have, with incredible labor, acquired the power of reading words in the fugitive and indistinct motions of the lips, instead of the more legible characters of writing or the manual alphabet.

The dialect of gestures which each deaf-mute possesses when he first comes to school, is usually crude and scanty. But in a very brief time after their arrival, they learn by mere usage, the expanded and improved dialect which they find in use among the older pupils. In thus learning a superior mode of communication, their ideas acquire a considerable development, and also become more precise. Of this expanded and improved dialect, the teacher avails himself to impart new ideas; to define words; to explain the forms of language; to acquire moral control over his pupils; and to communicate,—which is done within the first few weeks,—the simple rudiments of religious truth. There seems, however, to be a great mistake abroad, in supposing the language of signs to be one of the *ends* of instruction. It is simply a *means*. If we had to *teach* this language to deaf-mute pupils, at least with even a small proportion of the labor which is required in teaching a language of alphabetic words, we should not think the advantages to be derived from it would pay for the added labor of teaching two languages instead of one. It is because deaf-

mutes learn this language spontaneously, and use it among themselves, in preference to words, that we avail ourselves of it to lighten and shorten the labor of defining words and explaining their laws of construction.

We do not, as De l' Epée did, and some few teachers at the present day still do, seek to make our pupils associate every word with a sign, either taken from their colloquial dialect, or specially devised to represent that word, technically called methodical signs. The idea that such signs are *necessary* to stand between written words and ideas, (as spoken words do for those who hear,) that is, that a deaf-mute, seeing a written word, must actually or mentally substitute a sign for it, before he can attach any meaning to it,—now finds very few advocates. The better and more prevalent opinion is, that the deaf-mute pupil should be led to attach his ideas *directly* to words, either under their written form, or, which is probably easier for him, under the form of the manual alphabet, in which words are spelled out by positions of the fingers corresponding to each letter. Had we a *syllabic* alphabet, sufficiently simple and easy of acquisition for general use, it would greatly facilitate the learning, retention, and rapid repetition of words by deaf-mutes, and thus be of great advantage in their instruction. Such alphabets have been proposed,—and perhaps one may hereafter be found that will commend itself to general use.

The deaf-mute, as we have already noted, thinks, at least when he first comes to school, mainly in mental images of objects, clothed with their proper qualities, and moving in their appropriate attitudes and actions. Hence when he attempts to attach his ideas to words, it is these mental images that have to be attached to words. As he thinks in a series of mental pictures, we choose for his first lessons, words and phrases adapted to describe such pictures, whether of single objects or groups; e. g., *a horse*; *a white horse*; *two white horses*; *a white horse running*; *a boy riding a horse*; *a little boy riding a white horse*; and so of other objects, qualities and actions.\*

When a certain number of such words and phrases have become familiar, each recalling a mental image of an object, or group of objects, we introduce the idea of *assertion* and *time*, by which the verb is produced. This part of speech we present first in the two forms, explaining each other by contrast, of the habitual present,—*a boy plays often*; and the *actual present*,—*that boy is playing now*. The

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\*The first lesson in language will be best given to a deaf-mute by showing him the name of some present object, and then appealing to some person who can read, who on seeing the word, immediately points to the object.

idea of assertion, which is the essence of the verb, is brought out more prominently by contrasting the affirmative and the negative;—*that boy is playing; that girl is not playing.* There is not, in the colloquial language of signs, any thing corresponding to *tense*,—the time of an action or event being stated, once for all, the only distinctions afterward made, are to explain the order and sequence of the successive actions or events. Hence it is that the tenses and other grammatical forms, like them having nothing corresponding in the pupil's colloquial language of signs, e. g., the *pronouns*, are a difficult study for deaf-mutes, and occupy a large part of the teacher's attention during several years of his course. It is held important that they should have, at the outset, clear ideas of the nature and use of each tense taught them. This can only be secured by teaching the principal tenses in such a way that they shall mutually limit and shed light on each other. For instance, either by an actual example, or by a picture, the pupil's attention is directed to two girls carrying baskets of strawberries, and he is made to write, "Those two girls *have picked, are carrying, and will sell* strawberries." In this way, he comes to attach correct notions to the mere forms of language indicating *tense*, as also to those forms denoting *interrogation, case, comparison*, and other grammatical relations.

It would require far more space than can be afforded in such an article, to follow out this exposition in subsequent parts of the course. We content ourselves with saying that our golden rule is to *divide difficulties*; to present but one difficulty at a time, and endeavor so to arrange our lessons that this mastered shall serve as a stepping stone to the next. Thus we endeavor to make the difficult path our pupils have to scale, as smooth and gradually ascending as possible. On such a plan, even the difficulties presented by *abstract nouns* are readily mastered, when the pupil reaches the proper period for introducing them.

The degree of our success is very various, according to the native capacity of our pupils, and the time they are permitted to remain under instruction. While there are very few, and those marked by natural imbecility, who do not acquire as great an amount of positive knowledge, as the average of speaking men, information that will be useful to them, and promote their happiness through life;—there are quite a number who never become able to read books, or to converse in writing, except in an imperfect and broken dialect, or in a mixed dialect of words and gestures. On the other hand, there are many whose attainments in every branch of a good English education, not less than their perfect command of written language, and the readi-

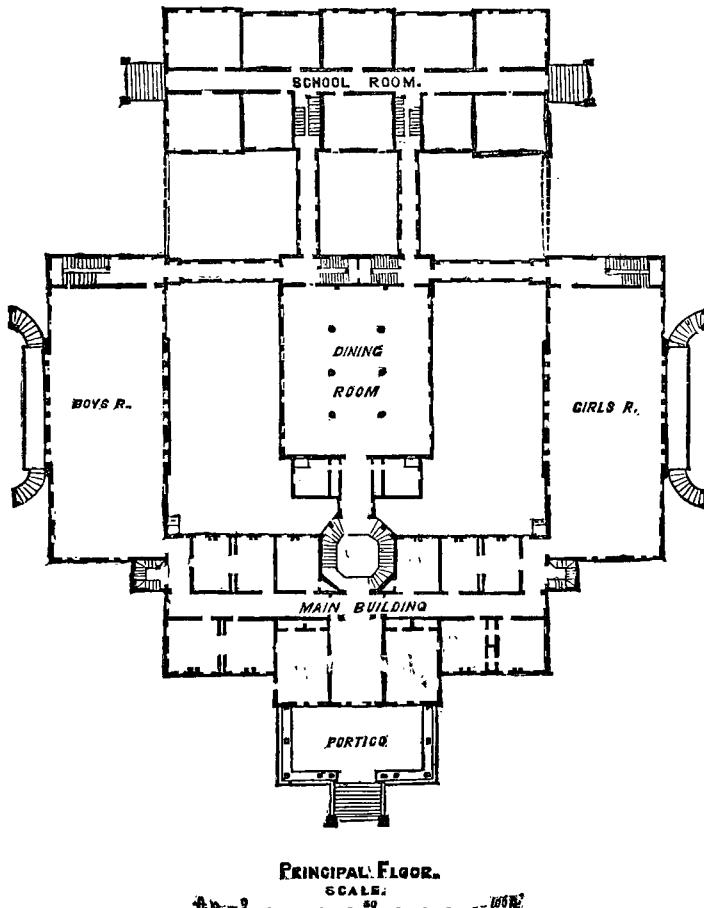
ness, appropriateness, and justness of the sentiments they express, have repeatedly called forth the admiration of the most intellectual and fastidious examiners and visitors. The High Class in our Institution, and especially that portion of it which graduated a year ago last July, furnish striking examples of this degree of intellectual cultivation.

The establishment of the High Class is a matter of congratulation for all friends of the deaf and dumb. Formerly, our pupils, however gifted, and however ardent in the pursuit of learning and science, were compelled to leave school just when they had reached that point at which their future progress would have been easy and rapid. Now we have the pleasure of opening to the more gifted and persevering, those higher walks of knowledge hitherto seen only in the unattainable distance. The superior cultivation of the High Class moreover reacts in the classes below, producing a higher intellectual tone, a wider range of thought, and more earnest strivings after scholastic excellence in the younger classes. This class, moreover, promises to be valuable as a nursery of teachers. Of the class that graduated in the summer of 1855, more than one half have already obtained permanent and honorable employments, as teachers of their companions in misfortune, either in our own, or in other institutions. And the frequent applications to the New York Institution, to furnish teachers, as well as books, school apparatus, and plans of buildings, to the new schools for the deaf and dumb, almost annually springing up in the south and southwest, indicates that there will continue to be openings for permanent, honorable, and remunerative employment, as teachers of their deaf and dumb brethren, for those graduates of our High Class who may evince the moral and intellectual qualities necessary for a good teacher.

## PLANS AND DESCRIPTIONS OF THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.

The grounds belonging to the Institution comprise thirty-seven and a half acres, bounded by the Hudson River and the Kingsbridge road, at the intersection of the tenth avenue, about nine miles from the city hall, and within a half mile of old Fort Washington. The buildings occupy a portion of the lawn, at an elevation of 127 feet above the river—fronting westward, and commanding an extensive and ever shifting panorama of the water above and below, and extending, from some points of observation, from the highlands to the narrows.

The buildings—including the front, wings, and school-house in the rear, form a quadrangle of two hundred and forty feet front, and more than three hundred feet in depth. Within the quadrangle is a fifth or central building. The shops and other out buildings will occupy convenient locations to the north and east of the boys' wing and school-house. The four exterior buildings have each four stories, including the basement,—the central building only three,—the chapel which occupies its upper part having an elevation equal to both the upper stories.



The front building is one hundred and fifty feet long, by fifty-five deep,—besides a projection of twelve feet in the centre, from which the portico, (fifty-seven feet wide,) ornamented with elliptical arches, projects twenty-nine feet more. Entering by this portico, there is an entrance hall of twenty feet wide

and forty deep, terminating on the great staircase, and crossed at that end by a corridor of ten feet wide, which runs the whole length of the building, one hundred and fifty feet. There are corresponding corridors in each of the stories above, leaving the rooms on each side twenty feet deep, from the doors upon the corridors, to the front or rear windows. From each extremity of the corridors, as seen in the plan, halls extend to the connections with the wings, and the private staircases in the towers.

On one side of the entrance hall are a reception room for visitors, and a director's room. On the same floor are rooms for the superintendent and for the matron and steward. The second story contains rooms for the teachers, part of whom will lodge and board in the institution, for such visitors as may have, (as parents of pupils, for instance,) claims to special attention, and for other purposes. In the upper story are dormitories for the pupils, those connected with the male and female departments respectively, being separated at the centre by an intervening hall, which affords a passage to the lantern, or observatory, at the top of the stair-dome. The basement of this building contains rooms for domestics, store-rooms, etc.

Each of the wings is one hundred and twenty feet by forty-six. Entering one of them through the passage or hall leading from the central corridor, you find on the first floor the saloon or sitting room for the pupils, one hundred and six feet by forty-two in clear interior space, and sixteen feet to the ceiling. In these spacious and lofty rooms, well warmed by heated air in winter, and well ventilated at all times, each pupil has a seat or desk for reading or study, or composition, in the evening, and at such other fragments of time as reading and study may be in order. The evening light here, as in the other rooms, is furnished by gas made on the premises, as the institution is remote from any established circuit of gas pipes.

In the basements of the wings are wash and bathing rooms, and in the girls' wing, a laundry; in the second story, separate dormitories, hospitals, wardrobes, &c.; and in the upper story of each an open dormitory, of size corresponding to the sitting room below, and of equal height. Instead of the pillars which, in an ordinary building, would be required to support the floors in rooms of such dimensions, the floor of the dormitory is braced up by trusses, and supports the floor below it by iron rods. By this expedient, the four great rooms, the saloons below, and the dormitories above, are left entirely clear of pillars or supporting rods. Each of these four rooms will have a clear content of over seventy thousand cubic feet, which with the provision for the renewal of the air by ventilation, and the height of the ceiling, will secure to each pupil abundant breathing space and pure air. The private staircases in the towers, afford to the steward and matron access to the apartments of the pupils under their respective care. The main staircases to the dormitories are at the eastern end of each wing, and to give every guarantee of safety in case of fire, are massively constructed of stone.

The school-house in the rear, one hundred and fifty feet by fifty-five, contains class, lecture, library and cabinet rooms, and in its upper story a hall of design, lighted from above. Each class, (usually averaging twenty pupils,) will have a large, lofty, well lighted and well ventilated room, of an average size of twenty by twenty-eight feet. In the basement of this building, are the air chambers of the heating and ventilating apparatus to be presently described,—also vegetable cellars, store-rooms, wash-rooms, &c.

The central building contains on its first floor the dining-room, under which in the basement are the kitchens, and on its second floor the chapel, eighty by sixty feet, and over thirty feet high, with ten lofty windows of stained glass. It is also further lighted by a dome in the roof. At the east end, against the wall and under the skylight, is the platform, raised three feet above the floor, for the officiating teacher, while the pupils and spectators, if any, occupy seats rising successively one behind the other. As the worship in which the deaf and dumb can share must be addressed to the eye only, care is taken that every eye in the congregation can rest with ease on the platform, and that the light should be thrown that way. It will be seen by the plan that the pupils have access to the chapel by corridors from their respective sitting rooms, each department entering by its own door; and after the morning prayer and

explication by signs of a text of scripture, each department passes along another corridor to the school-house. At the close of school each day, the pupils re-assemble in the chapel, are dismissed by prayer, and return to their respective wings by the corridors. The same corridors also give access to the dining-room under the chapel. From the front building, the access to the chapel is by the great staircase. In this chapel, besides the religious exercises by which school is opened and closed each day,—public worship in the language of gestures, intelligible to all the pupils, is held every Sabbath. Here also, public examinations will, on certain days of the year be held.

For the supply of water, the main reliance is upon the rain falling on the roofs. This source, it is estimated, will, at that height from the ground, afford an average annual supply of more than thirty inches, equal on an area of about 35,000 square feet of roof to nearly 700,000 gallons in a year, or not much less than two thousand gallons per day. The water will be collected in cisterns, and great iron tanks, some of which are placed in the highest story, thus giving facility for having an abundant supply in all parts of the building. Should the rain water fail in a dry season, the tanks are to be filled by means of the steam-engine, now to be mentioned.

This steam apparatus is placed in a separate building, at least one hundred feet from the main buildings. From this boiler-house steam will be conducted to the air chambers under the school-house, already mentioned. In this room, which is some twenty-one by thirty feet, and sixteen feet high, fresh air by 40,000 feet of iron pipes, will be heated by the steam, and then distributed by the action of a fan-blower, through air chambers and flues under and from beneath, through all the buildings. Each room has a separate flue connecting with the air passage in the base of each building, and a separate flue to carry off the vitiated air. The plan here briefly and imperfectly sketched, is that of Mr. Joseph Nason of New York, who has put up similar apparatus in several large public institutions. The expense is estimated at sixteen thousand dollars.

From this sketch of the internal arrangements, we return to the external features of the building. The basement is of a beautiful speckled gray granite, from Seal Harbor Island, Maine, as also the portico, window sills, and lintels. The upper stories are indicated by courses of the same material, running round the entire building. The walls, with the exceptions just indicated, are of brick, as equally durable and far more economical than stone; and to save the future expense of frequent renewals of paint or of stucco, the external walls are faced with yellow Milwaukee brick, giving, with the granite, an agreeable contrast of light tints. The roofs are of slate, with a handsome balustrade, and cornice of granite. The other architectural features of the buildings will appear from an inspection of the plans.

Work on the preparation of the site was begun in the summer of 1853. Much expense and delay was incurred on one part of the site, in removing a vast deposit of rock; and on another, in removing a quicksand, the place of which had to be filled up with concrete, to the depth, in some places, of eighteen feet. There being a water front to the property, a wharf was built, on which the building materials were landed from the river, and carried up the hill at first by teams, on a graded road; but this road being too circuitous, a railroad was laid on a rapidly inclining plane directly down the face of the hill, up which cars loaded with brick, stone, lime, &c., were drawn by stationary steam power, at a great saving in the cost of transportation. The buildings were put up chiefly by day labor, under the direction of competent engineers and superintendents.

The cost including the shops, gas-house, and steam-warming and ventilating apparatus, will exceed three hundred thousand dollars, exclusive of the cost of the grounds; which last item may be regarded as a mere investment, it being probable that a few years hence, it can be re-imbursed, in whole or in part, by the sale of such portions of the grounds as can be spared.

To give a better idea of the magnitude of the buildings, we add that the areas of the several floors in the five main buildings is very nearly three acres; about double the area of the buildings on Fiftieth street. As the latter were found capable of comfortably accommodating from 220 to 240 pupils, it may rationally be calculated that the new buildings will afford comfortable accommodations for 450 deaf-mutes, with their teachers and superintendents, and the necessary domestics.



